DOCUMENT RESUME

ED 101 811 JC 750 167

TITLE Guidelines for a Nonprint Materials Core in a Learning Resource Program.
INSTITUTION California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE Sep 73
NOTE 15p.

EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS Audiovisual Centers; *Educational Resources; Educational Television; *Facility Guidelines; Facility Planning; Facility Requirements; *Instructional Materials Centers; *Junior College Libraries; *Junior Colleges; Media Technology; Space Utilization
IDENTIFIERS *California

ABSTRACT

Learning Resource Programs and the space necessary to house them have been a challenging planning problem in the California community colleges. There have been standards for space utilization of the traditional library since 1966, but these provided for print materials only. The purpose of this report is to provide standards for the Nonprint Materials Core (audiovisual, TV, production services, etc.) when planning and evaluating a Learning Resources Program project for California community colleges. Space requirements will vary with the total anticipated enrollment. Five thousand square feet is the minimum space requirement for institutions with less than 1,000 day-graded students. Methods of computing additional space requirements for colleges with greater than 1,000 students are presented. Also presented are percentage allocations for various aspects of the core (production, housing, maintenance of equipment, staff, and public services/technical processing) which can be used for enrollments up to 9,000. The guidelines were produced through a number of conferences with an ad hoc group and the standards committee. (DC)

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GUIDELINES FOR A NONPRINT MATERIALS CORE IN A LEARNING RESOURCE PROGRAM

September 1973

California Community Colleges
Office of the Chancellor

Sidney W. Brossman, Chancellor
825 Fifth Street, Sacramento, California 95814

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PREFACE

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Learning Resource Programs and the necessary space to adequately house them have been a challenging planning problem in the California Community Colleges over an extended period of time. There have been standards for space utilization of the traditional library since 1966. These standards provided for print materials but made no provision for spaces for audio-visual and television inasmuch as they were new, developing services which hadn't been clearly delineated. Meantime, space requirements for audio-visual, television and other related activities have increased and these activities were included in the overall Learning Resource Program. There were guidelines for the print materials in the library, but none for the nonprint materials. The situation was further complicated when space for study skills or tutorial service was added. It became obvious there was need to better understand the various parts of the Learning Resource Program and how the parts relate to the whole.

This study was directed specifically to defining space needs for the Nonprint Materials Core for audio-visual, TV, production and related activities in a Learning Resource Program. It is assumed that the existing library standards are sufficient for the present, but that guidelines are seriously needed to evaluate space requests for nonprint materials. The purpose of this study is to fulfill that need and to provide a tool to evaluate Community College facility needs, space utilization and capital outlay funding requests for nonprint activities.

ARCHIE L. MCPHERRAN
Assistant Chancellor, Fiscal Affairs

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FOREWORD

The space facilities guidelines for the Nonprint Materials Core (Audio-Visual, TV, Production and Related Facilities) in a Learning Resource Center were developed to meet a pressing need in the Capital Outlay Program of the Community Colleges. Space guidelines to house nonprint materials weren't available, although they've been an important part of the learning resource program for many years. The guidelines for space determinations were needed to justify existing programs and to document the trend toward more space for audio-visual, television, materials production and other related facilities.

Considerable district staff cooperation and effort are reflected in these space guidelines and are sincerely acknowledged. Among persons who contributed are those most directly affected by these standards.

I hope these space facilities guidelines will assist colleges where a learning resource program is being evaluated. The guidelines are intended to serve as a planning tool for clarifying and justifying legitimate educational space needs for nonprint materials.

SIDNEY W. BROSSMAN
Chancellor

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INTRODUCTION

The purpose of this report is to provide guidelines (standards) for the Nonprint Materials Core (audio-visual, TV, production services and related services) when planning and evaluating a Learning Resource Program project for California Community Colleges. A Learning Resource Program is the written description, the educational specifications, and/or the academic program for a Learning Resource Center. A Learning Resource Center is defined as an administrative unit on the individual campus which integrates print and nonprint forms of communication resources and the necessary equipment and services to permit their utilization. Prior to this study no guidelines had been produced for the Nonprint Materials Core of the Learning Resource Program.

The guidelines for this study were produced through a number of conferences with an Ad Hoc Group and the Standards Committee. It is intended that these guidelines be used in the planning of a Nonprint Materials Core. There is need for a written definition in terms of space classifications as to what should be included in a Nonprint Materials Core. The present situation is confusing. Information is needed to improve space delineation, accountability and cost effectiveness when planning facilities. The guidelines will give quantitative footages, avoid undefined space, and protect the interests of the State.

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ASSUMPTIONS

Academic Planning

The application of the guidelines proposed in this report assumes that the project proposal for the Nonprint Materials Core of each Learning Resource Center will be based on an approved academic program. Furthermore, it is assumed that educational specifications will precede each new project and that the space for each element of the program will be justified on its own merits and that the total project can be supported in a similar manner.

NONPRINT MATERIALS CORE GUIDELINES

Importance of Program Planning

The guidelines in this study will have merit and validity only when based on an educational program that defines the purposes and the objectives of the Learning Resource Program. The Nonprint Materials Core must be integrated with the other cores of the Learning Resource Center which in turn must be specifically incorporated into the overall program of the college and the district. The data given in these guidelines will not be regarded as an automatic entitlement of space, but as a data base for developing an effective Nonprint Materials Core program with the necessary supporting justification for requested state funding on a project basis.

Guideline Provisions

The following guidelines are recommended for facility planning for the Nonprint Materials Core. It should be noted, however, that no provi-

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sion has been made for student seating (reading and study) and carrel space which are currently provided for under the library formula as a part of the print materials (library) area.

It should also be noted that the guidelines that follow are most applicable when planning new college facilities. Although concepts pertaining to resource centers are changing, the guidelines will be useful when evaluating existing facilities for remodeling and/or making additions.

Day-graded enrollment has been selected for use inasmuch as this measure was considered most accurate and descriptive. The measure will also correlate with other formulas being used in the Ten-Year Plan. The data are also readily available from the BD-240[1] and may be used for predictive purposes.

SUGGESTED GUIDELINES FOR NONPRINT MATERIALS CORE

Initial Increment

Five thousand ASF is the basic complement for all institutions and the minimum square footage for institutions with an enrollment less than 1,000 day-graded students.

Project proposals for Learning Resource Programs in developing Community Colleges should be based on the total anticipated enrollment.

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[1]The BD-240 is a separate annual report on each California Community College prepared by the California State Department of Finance giving projected Fall Day-Graded Students (DGS) and Weekly Student Contact Hours (WSCH) with accompanying supportive data covering an 18-year period.

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Provisions should be made for all the predicted space needs of the college although there may be interim use of the nonsupported capacity space during the initial phases of development.

Additional Increments

For day-graded student enrollments (DGS) of 1,000 and above, add the following increments to the initial 5,000 ASF:

Increment a: Add 1.5 ASF per DGS from 1,000 to 3,000 day-graded enrollment

Increment b: Add Increment a, plus 1.0 ASF per DGS from 3,000 to 6,000

Increment c: Add Increments a & b, plus .5 ASF per DGS from 6,000 to 9,000

Increment d: Add Increments a, b & c, plus .25 ASF per DGS over 9,000

Applications of guidelines for five different enrollments:

	Day-graded student enrollment of the institutions				
	Under 1,000	3,000	6,000	9,000	10,000
Initial increment (minimum)	5,000	5,000	5,000	5,000	5,000
Additional increments:					
a. 1.5 ASF per DGS (1,000-3,000)		3,000	3,000	3,000	3,000
b. 1.0 ASF per DGS (3,000-6,000)			3,000	3,000	3,000
c. .5 ASF per DGS (6,000-9,000)				1,500	1,500
d. .25 ASF per DGS (over 9,000)					250
Total Allowable ASF	5,000	8,000	11,000	12,500	12,750
Computed ASF per DGS	5.	2.67	1.83	1.39	1.28

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The following suggested model indicates the percentage allocation of the segments based on the minimum initial increment (5,000 ASF for campus less than 1,000 DCS).

Standard Room Use Categories

CCCFIS (Existing)	NCHEMS[2] (New)			
606	530	Production	45%	2250 ASF
607	535	Housing, including distribution	20%	1000 ASF
607	535	Maintenance of Equipment	10%	500 ASF
301, 302 & 303	310	Staff (Office)	6%	300 ASF
607	530	Public services/ technical processing	19%	950 ASF
			100%	5000 ASF Total

[1] California Community Colleges Facilities Inventory System (CCCFIS) now being used for designating standard room use categories. The numbers given indicate the numeric symbols for Nonprint Materials Core functions including offices.

[2] Refers to a new standard room use category system as proposed by the National Center for Higher Education Management Systems (NCHEMS) at WICHE (Western Interstate Commission for Higher Education at Boulder, Colorado).

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The same percentage ratio would be applicable through day-graded enrollment up to 9,000, at which time the suggested percentage for production would change from 45% to 40%, and housing would change from 20% to 25%:

9,000 DGS 12,500 ASF		
Production	40%	5,000 ASF
Housing, including distribution	25%	3,125 ASF
Maintenance of equipment	10%	1,250 ASF
Staff	6%	750 ASF
Public services/technical processing	19%	2,375 ASF
	100%	12,500 ASF

GLOSSARY OF TERMS

Day-Graded Students

A student registered in at least one graded course generally scheduled to commence prior to 4:30 p.m.

Housing

Area which provides space for the equipment and materials used to implement learning. Includes space for the location of permanently installed equipment such as electronic distribution systems.

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Learning Resource Center[1]

An administrative unit on the individual campus which integrates print and nonprint forms of communication resources and the necessary equipment and services to permit their utilization.

Learning Resources Program

An administrative configuration within the institution responsible for the supervision and management of Learning Resources Units, regardless of the location of these components within the various physical environments of the institution.

Nonprint Materials Core

Includes the media and equipment other than printed materials. Provisions for seating and carrels are not included in space computations. Space for study skills or tutorial service is also omitted.

Production

The design and preparation of locally produced materials for institutional and instructional use. Production may include graphics, photography, production studios (video/cinematography, TV, and audio production and distribution), workrooms and shops in the preparation of software.

Public Services

All circulation and reference activities provided for the user, including use of related equipment.

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[1]"Guidelines for Two-Year College Learning Resources Programs." Audiovisual Instruction. 18 (January, 1973) 50-61.

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Technical Processing

The acquisition, cataloging and processing of all nonprint learning materials.

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